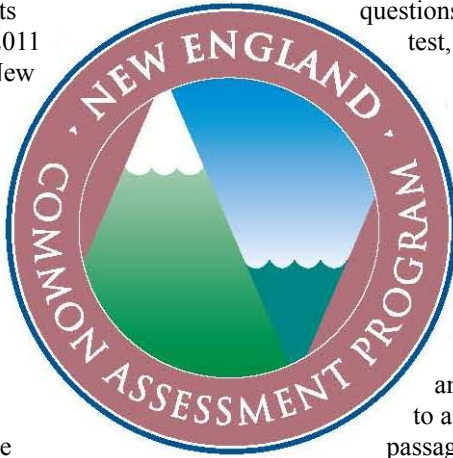


# About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2011 Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

## School Results

**School:** Mary Snow School

**District:** Bangor School Department

**Code:** 1011-1159



# Fall 2011 - Beginning of Grade 5 NECAP Tests

## Grade 4 Students in 2010-2011

### Grade Level Summary Report

School: Mary Snow School  
 District: Bangor School Department  
 State: Maine  
 Code: 1011-1159

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

### NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				107	36	34	50	47	15	14	6	6	550	268	30	48	15	7	549	13,422	15	53	23	9	545
MATH				107	28	26	47	44	21	20	11	10	546	268	26	44	15	15	546	13,440	16	48	18	18	543
WRITING				107	12	11	47	44	37	35	11	10	540	268	15	39	38	8	542	13,395	6	35	45	14	538

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 5 NECAP Tests

## Grade 4 Students in 2010-2011

### Reading Results

School: Mary Snow School  
 District: Bangor School Department  
 State: Maine  
 Code: 1011-1159

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 556–580)

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 540–555)

#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

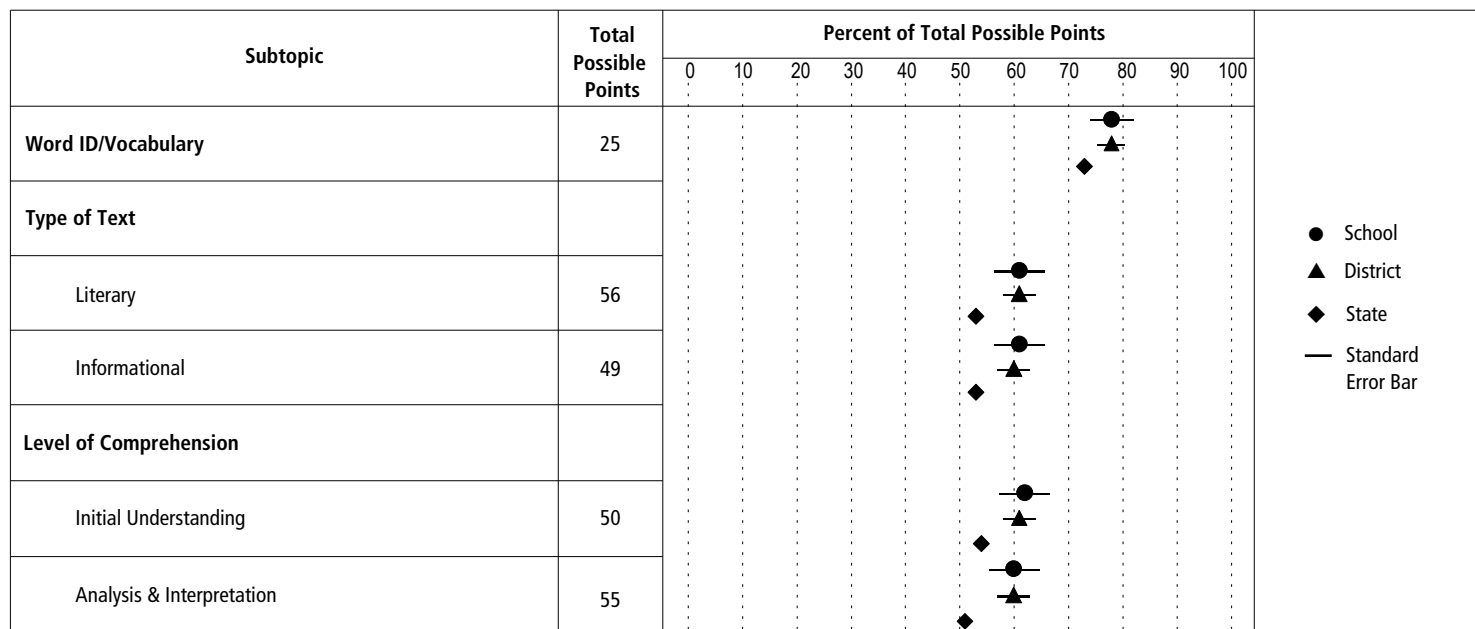
(Scaled Score 530–539)

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 500–529)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10				122	17	14	71	58	29	24	5	4	546
2010-11				106	23	22	66	62	13	12	4	4	549
2011-12				107	36	34	50	47	15	14	6	6	550
Cumulative Total				335	76	23	187	56	57	17	15	4	548
<b>District</b>													
2009-10				256	47	18	145	57	46	18	18	7	547
2010-11				212	44	21	120	57	35	17	13	6	547
2011-12				268	80	30	129	48	41	15	18	7	549
Cumulative Total				736	171	23	394	54	122	17	49	7	548
<b>State</b>													
2009-10				13,641	2,058	15	7,796	57	2,776	20	1,011	7	546
2010-11				13,460	2,072	15	7,399	55	2,860	21	1,129	8	545
2011-12				13,422	2,060	15	7,096	53	3,072	23	1,194	9	545
Cumulative Total				40,523	6,190	15	22,291	55	8,708	21	3,334	8	545





# Fall 2011 - Beginning of Grade 5 NECAP Tests

## Grade 4 Students in 2010-2011

### Disaggregated Reading Results

School: Mary Snow School  
 District: Bangor School Department  
 State: Maine  
 Code: 1011-1159

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				107	36	34	50	47	15	14	6	6	550	268	30	48	15	7	549	13,422	15	53	23	9	545
Gender																									
Male				52	10	19	26	50	11	21	5	10	546	138	22	50	18	10	547	6,936	10	52	26	11	543
Female				55	26	47	24	44	4	7	1	2	554	130	38	46	12	3	552	6,486	21	54	19	6	547
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										5						221	13	47	29	11	543
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										3						117	6	40	38	15	539
Asian				3										5						239	21	55	15	9	547
Black or African American				4										9						387	5	35	29	30	537
Native Hawaiian or Pacific Islander				0										0						13	38	38	8	15	549
White				96	32	33	46	48	12	13	6	6	550	245	29	49	15	7	550	12,290	16	54	23	8	545
Two or more races				1										1						155	13	53	24	10	545
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				6										7						436	5	34	32	29	537
Former LEP student - monitoring year 1				0										0						21	38	62	0	0	554
Former LEP student - monitoring year 2				0										0						15	60	33	7	0	557
All Other Students				101	33	33	48	48	14	14	6	6	550	261	29	49	15	7	549	12,950	16	54	23	8	545
IEP																									
Students with an IEP				24	1	4	8	33	9	38	6	25	537	46	2	26	37	35	533	2,123	1	25	39	35	534
All Other Students				83	35	42	42	51	6	7	0	0	554	222	36	53	11	1	553	11,299	18	58	20	4	547
SES																									
Economically Disadvantaged Students				38	9	24	15	39	8	21	6	16	544	130	16	48	22	13	544	6,165	8	48	29	14	541
All Other Students				69	27	39	35	51	7	10	0	0	553	138	43	48	9	1	555	7,257	22	57	17	4	548
Migrant																									
Migrant Students				0										0						7					
All Other Students				107	36	34	50	47	15	14	6	6	550	268	30	48	15	7	549	13,415	15	53	23	9	545
Title I																									
Students Receiving Title I Services				9										48	8	46	35	10	542	2,638	5	41	40	14	540
All Other Students				98	36	37	45	46	12	12	5	5	551	220	35	49	11	6	551	10,784	18	56	19	8	546
504 Plan																									
Students with a 504 Plan				7										18	11	61	22	6	544	300	9	52	30	9	543
All Other Students				100	35	35	46	46	13	13	6	6	550	250	31	47	15	7	550	13,122	15	53	23	9	545

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 5 NECAP Tests

## Grade 4 Students in 2010-2011

# Mathematics Results

School: Mary Snow School  
 District: Bangor School Department  
 State: Maine  
 Code: 1011-1159

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 554–580)

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 540–553)

### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

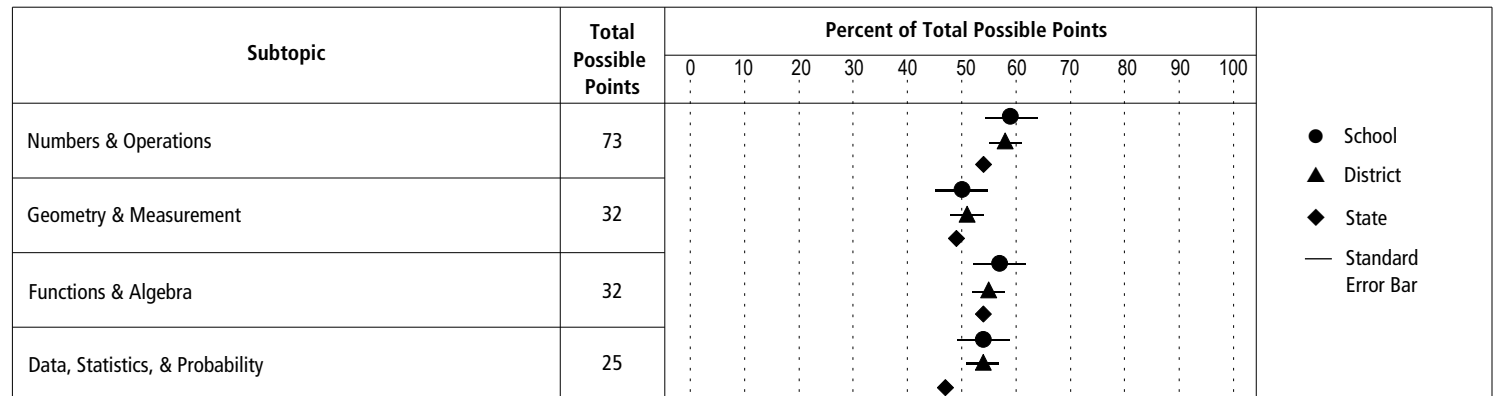
(Scaled Score 533–539)

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 500–532)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10				121	25	21	59	49	23	19	14	12	545
2010-11				103	31	30	55	53	11	11	6	6	549
<b>2011-12</b>				<b>107</b>	<b>28</b>	<b>26</b>	<b>47</b>	<b>44</b>	<b>21</b>	<b>20</b>	<b>11</b>	<b>10</b>	<b>546</b>
Cumulative Total				331	84	25	161	49	55	17	31	9	547
<b>District</b>													
2009-10				255	57	22	128	50	35	14	35	14	545
2010-11				209	50	24	115	55	26	12	18	9	547
<b>2011-12</b>				<b>268</b>	<b>70</b>	<b>26</b>	<b>119</b>	<b>44</b>	<b>40</b>	<b>15</b>	<b>39</b>	<b>15</b>	<b>546</b>
Cumulative Total				732	177	24	362	49	101	14	92	13	546
<b>State</b>													
2009-10				13,675	2,399	18	6,271	46	2,461	18	2,544	19	543
2010-11				13,524	2,093	15	6,150	45	2,667	20	2,614	19	543
<b>2011-12</b>				<b>13,440</b>	<b>2,207</b>	<b>16</b>	<b>6,438</b>	<b>48</b>	<b>2,439</b>	<b>18</b>	<b>2,356</b>	<b>18</b>	<b>543</b>
Cumulative Total				40,639	6,699	16	18,859	46	7,567	19	7,514	18	543





# Fall 2011 - Beginning of Grade 5 NECAP Tests

## Grade 4 Students in 2010-2011

# Disaggregated Mathematics Results

School: Mary Snow School  
 District: Bangor School Department  
 State: Maine  
 Code: 1011-1159

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				107	28	26	47	44	21	20	11	10	546	268	26	44	15	15	546	13,440	16	48	18	18	543
Gender																									
Male				52	10	19	23	44	12	23	7	13	544	138	27	42	15	16	545	6,949	17	47	18	18	543
Female				55	18	33	24	44	9	16	4	7	547	130	25	47	15	13	546	6,491	16	49	18	17	543
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										5						224	12	38	21	29	539
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										3						119	7	47	24	23	540
Asian				3										5						242	23	48	14	15	546
Black or African American				4										9						392	4	31	21	44	534
Native Hawaiian or Pacific Islander				0										0						13	23	54	8	15	546
White				96	25	26	43	45	18	19	10	10	546	245	26	45	14	15	546	12,295	17	49	18	16	543
Two or more races				1										1						155	19	45	18	18	543
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				6										7						449	3	32	20	44	534
Former LEP student - monitoring year 1				0										0						21	43	48	5	5	553
Former LEP student - monitoring year 2				0										0						15	47	33	7	13	555
All Other Students				101	27	27	44	44	20	20	10	10	546	261	26	44	15	15	546	12,955	17	48	18	17	543
IEP																									
Students with an IEP				24	2	8	5	21	9	38	8	33	534	46	4	20	26	50	532	2,131	3	24	24	49	532
All Other Students				83	26	31	42	51	12	14	3	4	549	222	31	50	13	7	548	11,309	19	52	17	12	545
SES																									
Economically Disadvantaged Students				38	3	8	16	42	11	29	8	21	539	130	12	45	20	23	540	6,181	8	43	23	26	539
All Other Students				69	25	36	31	45	10	14	3	4	550	138	40	43	10	7	551	7,259	23	52	14	10	546
Migrant																									
Migrant Students				0										0						7					
All Other Students				107	28	26	47	44	21	20	11	10	546	268	26	44	15	15	546	13,433	16	48	18	18	543
Title I																									
Students Receiving Title I Services				9										48	2	38	29	31	536	2,644	3	36	30	32	537
All Other Students				98	28	29	45	46	17	17	8	8	547	220	31	46	12	11	548	10,796	20	51	15	14	545
504 Plan																									
Students with a 504 Plan				7										18	6	61	17	17	541	300	10	45	24	20	541
All Other Students				100	28	28	43	43	20	20	9	9	546	250	28	43	15	14	546	13,140	17	48	18	17	543

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.





# Fall 2011 - Beginning of Grade 5 NECAP Tests

## Grade 4 Students in 2010-2011

### Writing Results

School: Mary Snow School  
 District: Bangor School Department  
 State: Maine  
 Code: 1011-1159

#### Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 555–580)

#### Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 540–554)

#### Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

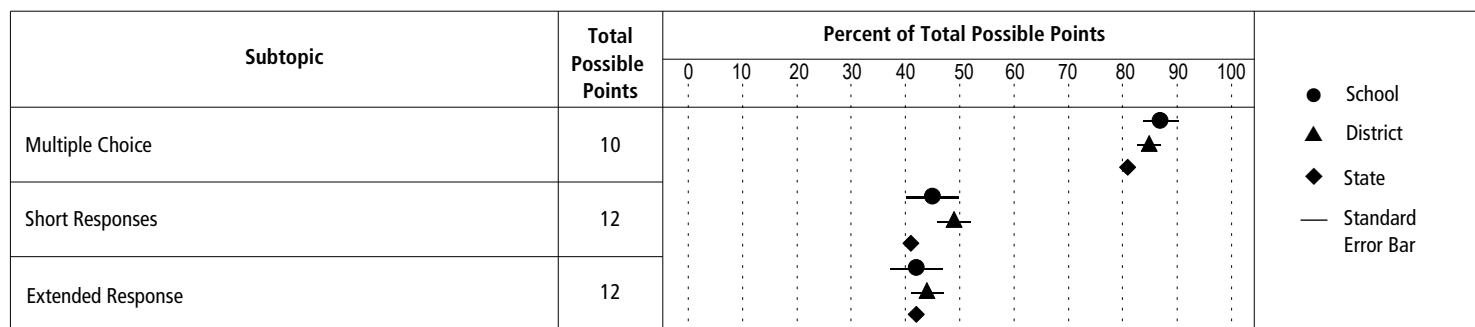
(Scaled Score 527–539)

#### Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 500–526)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10					16	15	54	51	33	31	3	3	544
2010-11				106	12	11	47	44	37	35	11	10	540
2011-12				107									
Cumulative Total				213	28	13	101	47	70	33	14	7	542
<b>District</b>													
2009-10					28	13	89	42	89	42	6	3	543
2010-11				212	40	15	104	39	102	38	22	8	542
2011-12				268									
Cumulative Total				480	68	14	193	40	191	40	28	6	542
<b>State</b>													
2009-10					1,137	8	4,644	35	6,302	47	1,352	10	539
2010-11				13,435	771	6	4,637	35	6,069	45	1,918	14	538
2011-12				13,395									
Cumulative Total				26,830	1,908	7	9,281	35	12,371	46	3,270	12	539





# Fall 2011 - Beginning of Grade 5 NECAP Tests

## Grade 4 Students in 2010-2011

### Disaggregated Writing Results

School: Mary Snow School  
 District: Bangor School Department  
 State: Maine  
 Code: 1011-1159

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				107	12	11	47	44	37	35	11	10	540	268	15	39	38	8	542	13,395	6	35	45	14	538
Gender																									
Male				52	4	8	19	37	19	37	10	19	537	138	11	37	40	12	539	6,914	3	28	50	19	535
Female				55	8	15	28	51	18	33	1	2	544	130	19	41	36	4	544	6,481	9	42	41	9	541
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										5						219	5	31	49	16	537
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										3						117	1	21	50	29	532
Asian				3										5						238	8	40	39	13	540
Black or African American				4										9						384	2	24	42	33	532
Native Hawaiian or Pacific Islander				0										0						13	15	62	8	15	545
White				96	11	11	41	43	34	35	10	10	540	245	15	38	39	8	542	12,269	6	35	46	14	538
Two or more races				1										1						155	5	34	42	19	537
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				6										7						434	4	24	42	30	533
Former LEP student - monitoring year 1				0										0						20	5	55	35	5	542
Former LEP student - monitoring year 2				0										0						15	20	53	27	0	546
All Other Students				101	10	10	44	44	36	36	11	11	540	261	15	39	38	8	542	12,926	6	35	45	14	538
IEP																									
Students with an IEP				24	1	4	2	8	11	46	10	42	529	46	2	4	50	43	528	2,111	<1	8	43	48	527
All Other Students				83	11	13	45	54	26	31	1	1	544	222	18	46	36	1	545	11,284	7	40	46	8	540
SES																									
Economically Disadvantaged Students				38	1	3	13	34	14	37	10	26	534	130	5	32	48	15	537	6,149	3	26	50	21	535
All Other Students				69	11	16	34	49	23	33	1	1	544	138	24	46	28	2	546	7,246	8	42	41	9	540
Migrant																									
Migrant Students				0										0						6					
All Other Students				107	12	11	47	44	37	35	11	10	540	268	15	39	38	8	542	13,389	6	35	45	14	538
Title I																									
Students Receiving Title I Services				9										48	2	25	58	15	535	2,633	2	20	55	23	534
All Other Students				98	12	12	45	46	34	35	7	7	542	220	18	42	34	7	543	10,762	7	38	43	12	539
504 Plan																									
Students with a 504 Plan				7										18	6	22	61	11	535	299	2	24	57	17	535
All Other Students				100	11	11	46	46	33	33	10	10	541	250	16	40	36	8	542	13,096	6	35	45	14	538

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.